



WE ARE SEVEN

Seven Little Songs for Children and
Grown-Ups

(ENCORE SONGS)



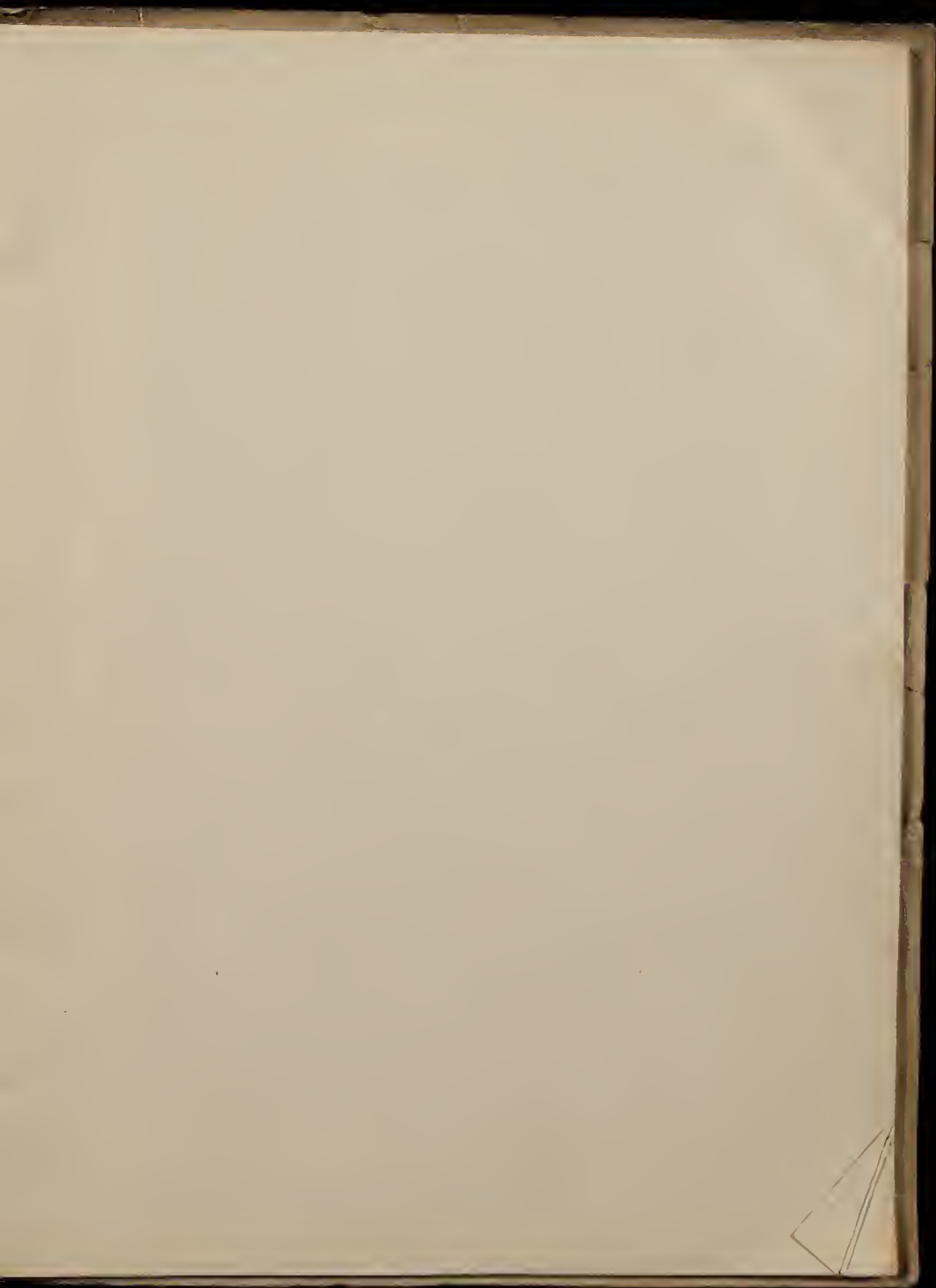
Verses by
EDITH LELEAN GROVES

Musical Settings by
BERTHA LOUISE TAMBLYN



WARWICK BROS. & RUTTER, LIMITED
TORONTO 2nd 2nd 2nd Canada





Shirley
Edith O. Brown
Bertha Louise Lambdin

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WARWICK BROS. & RUTTER, LIMITED
TORONTO 20 20 20 Canada

Dusty Dusters

Words by
EDITH L. GROVES

Music by
BERTHA L. TAMBLYN

mp

We love to dust with a

Gaily
p

mp

feath-er dust-er, Me an' my lit-tle sis-ter A-gust-a, For we dust high and

we dust low, Down on the floor, or on tip-toe, And the tick-ly dust goes

The musical score is written for voice and piano. It begins with a vocal line in G major, 2/4 time, marked *mp*. The piano accompaniment starts with a *Gaily* instruction and a *p* (piano) dynamic. The piano part features a rhythmic pattern of eighth and sixteenth notes in the right hand, and a simpler bass line in the left hand. The lyrics are: 'We love to dust with a feath-er dust-er, Me an' my lit-tle sis-ter A-gust-a, For we dust high and we dust low, Down on the floor, or on tip-toe, And the tick-ly dust goes'. The score is divided into three systems, each with a vocal line and a piano accompaniment. The piano part includes various dynamics like *p* and *mp*, and articulation marks like slurs and accents.

up our nos - es And Gus - ta and me we blows and we blow - ses, For the wif - ley dust is

molto rit. ev - rywhere, Mak - ing woof - ley sun - specks in the air. *a tempo* Be hind the book - case is

best of all, Or else the piet - ures on the wall, And we

sfucato hold our bref at a cloud of dust, Then we sneeze our heads off, For

The musical score is written on three staves. The top staff is a vocal line in G major (one flat) and 2/4 time. It begins with the instruction "with emphasis" and ends with "rit. o cresc.". The lyrics "What are you do - ing you scound - rels two? Just march right out and" are written below the notes. The middle staff is a piano accompaniment in G major and 2/4 time. It begins with the instruction "with emphasis" and ends with "rit. o cresc.". The piano part consists of chords and single notes that support the vocal melody.

with emphasis

What are you do - ing you scound - rels two? Just march right out and

rit. o cresc.

with emphasis

rit. o cresc.

bring in Mar - y A feath - er dust - er's not

san - i - ta - ry:

ff heavily

f

Be My Valentine

Words by
EDITH L. GROVES

Music by
BERTHA L. TAMBLYN

mp

A lit - tle girl in
I drew a love - ly
An' then I poked it

Con anima
mp *poco rit.* *mp*

our class, Sits cross the aisle from me ——— Checks so red
pitch - er Bought tin sel and some twine ——— Stuck some hearts
soft - ly Be - neath her door that day ——— Eyes of blue

poco rit. *a tempo*

cur - ly head, She's sweet as sweet can be, — I keep her pen - cils
pierced by darts, And made a val - en - tine, — Next day, stole out
peep - ing through, — Saw me run a - way, — And my heart was

poco rit. *a tempo*

The musical score is written for voice and piano. It begins with a treble clef, a key signature of one sharp (F#), and a 2/4 time signature. The first system shows the vocal melody starting with a mezzo-piano (mp) dynamic. The piano accompaniment is marked 'Con anima' and starts with a mezzo-piano (mp) dynamic. The second system continues the vocal melody with lyrics. The piano accompaniment features a 'poco rit.' (ritardando) section followed by a return to mezzo-piano (mp). The third system shows the vocal melody with lyrics. The piano accompaniment has a 'poco rit.' section followed by an 'a tempo' section. The fourth system continues the vocal melody with lyrics. The piano accompaniment has a 'poco rit.' section followed by an 'a tempo' section. The score ends with a final chord in the piano part.

sharp - ened, I rule her man - y a line —
 earl - y, As qui - et as a mouse —
 thump - ing, Al - though she made no sign —

rit. poco a poco
 And some day — I shall say, "Please be my val - en - tine!" —
 On tip toe — soft and low I sang out side her house. —
 I could tell — ver - y well, She'd be my val - en - tine. —

rit. poco a poco

Chorus

gaily a tempo
 1st & 3rd: Dimples deep, blush-es creep, Cheeks so soft and fine, — Eyes of blue I love you
 2nd: Cheeks so red, sleep-y head, Something prit-ty fine, — Eyes of blue I bring you

a tempo

ending for 1st & 2nd verses ending for last verse
poco rit. *poco rit.*
 Be my val - en - tine! — Be my val - en - tine, —
 Love-ly val - en - tine! —

poco rit. *poco rit.* *accel.* *presto*

Hush-a-By My Baby

Words by
EDITH L. GROVES

Music by
BERTHA L. TAMBLYN

Tranquillo

p Dreamily

Hush - a - by my ba - by, 'Tis the close of day,
Hush - a - by my ba - by, On the sil - ver stream,

Sleep - y lit - tle darl - ing, Sand - man's on the way!
In the glist - 'ning moon - light, Floats a fair - y dream

scherzando *rit.*

Soon he'll seat - ter soft - ly Sand in ba - by's eyes _____,
On a dain - ty pet - al of a rose - bud red _____,

poco rit e dim. *pp molto rit.* a very little faster

Go to sleep my ba - by, While the soft wind sighs. (hum) Ah _____
Hush-a - bye my ba - by, In your soft white bed.

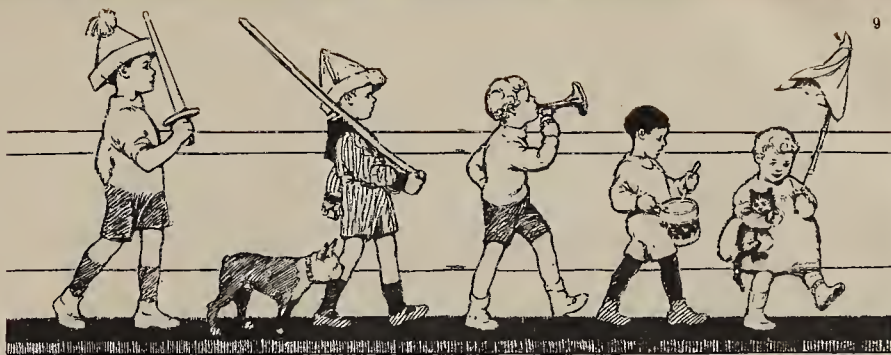
poco rit e dim. *pp molto rit.* a very little faster *R.H.*

rit. *e decresc*

Hush - a - by Ah _____ Hush - a - by _____

1st ending 2nd ending *calando* *PPP*

pp *poco agitato* *rit.* *pp* *molto rit. e decr. so* *PPP*

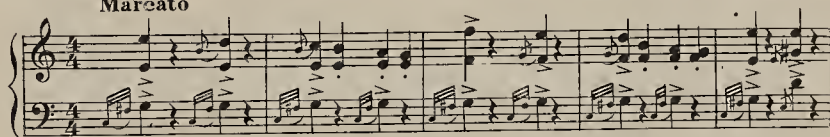


Words by
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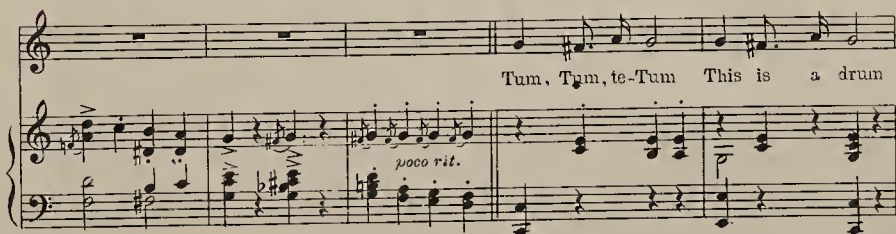
A Quarantined Army

Music by
BERTHA L. TAMBLYN

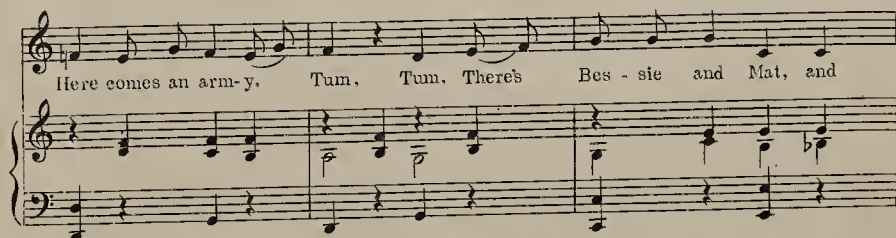
Marcato



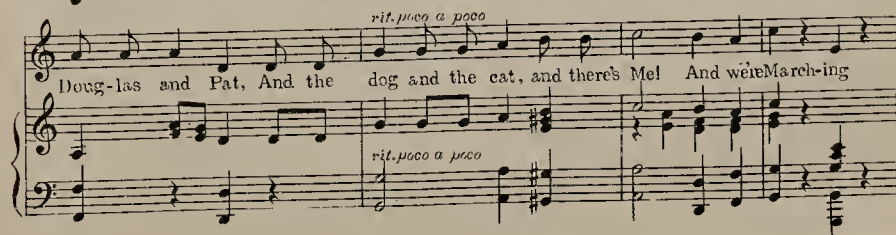
Tum, Tum, te-Tum This is a drum



Here comes an arm-y, Tum, Tum, There's Bes-sie and Mat, and



Doug-las and Pat, And the dog and the cat, and there's Me! And we're March-ing



a tempo

Tum, Tum! We all have the meas-les, Tum. Tum, And we're up in the at - tie

a tempo

Tum, Tum! It's plain to be seen. We're in quar - an - tine — Be -

mp agitato

cause of the measles Tum, Tum! A sign on the door. Tum te tum te tum! Said

rit. e decresc. *mp agitato*

"Meas-les, Keep out" Tum te tum, te tum, 'Cause the dog could-n't read, And the

poco rit. ***ff***

eat did - nit heed, Now they're shut up too, Tum tum tum te - tum, Tum, Tum,

poco rit. ***ff***

mp *a tempo*

Tum, Tum! I rapped on the window.

p *rit.* *p* *a tempo*

Tum tum te tum, And I said "Come on — up" Tum, Tum, Tum, But the boys down be low Said We

poco rit. e cresc.

we - ry well know if we were to go, We'd nev - er get down a - gain, Tum, Tum!

poco rit. e cresc.

mp a tempo cresc. poco a poco

Tum, Tum, te - Tum, Tum, this is the drum of a quar-an - tined arm - y

mp a tempo cresc. poco a poco

rit. poco a poco

Tum, Tum! We laugh as we say "There's no school to - day," And we

rit. poco a poco

ff shout "Hip-hoo-ray! For the grand old meas - les, Hoo-ray for the grand old

cresc.

ff *cresc.*

p decresc e poco rit. dying away in the distance ppp

meas - les, Tum Tum, Tum Tum Tum Tum Tum Tum Tum Tum Tum te - Tum Tum Tum te Tum.

poco agitato *R.H.* *P decresc e poco rit.* *calando* *ppp*

"Shushing" Her Gramma

Words by
EDITH L. GROVES

Music by
BERTHA L. TAMBLYN

Scherzando

mp

There's a lit - tle girl lives down our street, She

poco rit. *mp*

does - nt mind her Mam - ma, And once she did far

molto rit.

worse than that, She up and "Shushed her Gram - ma.

molto rit.

mf *dolce*

Her gram-ma said so nice and kind, "Come in to tea, my

mf *dolce*

rit.

dear! But she went on play - ing with her dolls, Des

rit.

like she did - nt hear.

a tempo creso.

And then her gram-ma called a-gain, But she Sat and Sat and Sat! "Come

rit.

sharply

in to tea you naught-y girl! And she said "SH!" des like that. My

R.H.

with descision

dad - dy said "I'd spank that child, if she were one of mine!" Now,

poco rit.

marcato

with marked emphasis

was - nt that an aw - sul sing To do in the sum - mer time?

faster

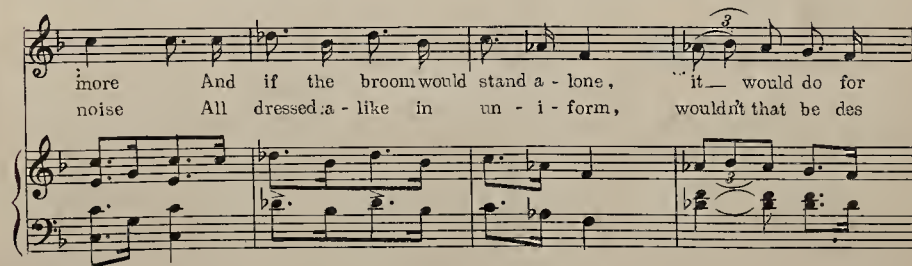
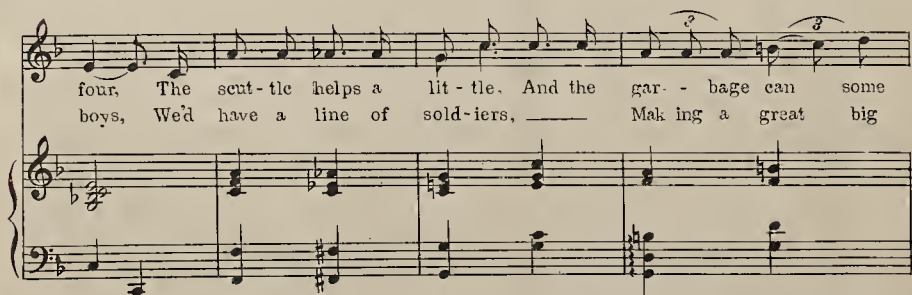
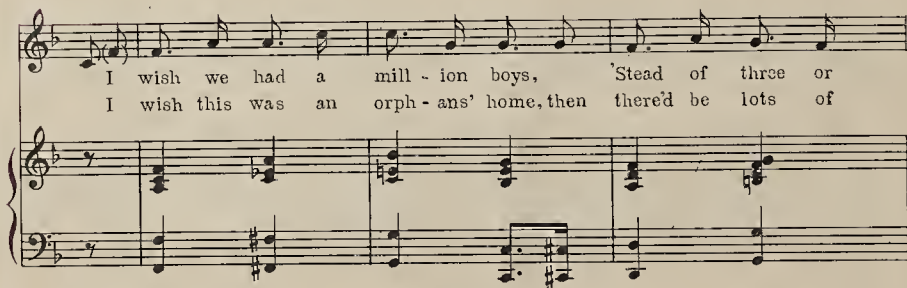
with marked emphasis

faster

Marching Song

Words by
EDITH L. GROVES

Music by
BERTHA L. TAMBLYN



poco rit.

one But it top - ples o - ver ev - ry time. that an - y one fires a
fine We should - n't need the gar - bage can, and the scut - tle to fin - ish the

gun.
line.

Left, Right, Left, Right, Heads up, boys, March on,

March on, make a naw - ful noise Tramp, Tramp, Stamp your feet, Scare the en - em -

1st verse (may be used for both) *2nd verse*
y March, March, on to vic - to - ry on to vic - to - ry

D.S. *D.S.* *R.H.*

Goin' Fishin'

Words by
EDITH L. GROVES

Music by
BERTHA L. TAMBLYN

Brightly

The piano introduction is in 2/4 time, key of B-flat major. It features a melody in the right hand and a bass line in the left hand. The melody starts with a quarter note B-flat, followed by eighth notes A-flat, G, and F, then a quarter note E-flat. The bass line consists of a series of chords: B-flat major, A-flat major, G major, F major, E-flat major, and D-flat major. The introduction ends with a double bar line.

Gaily

The first system of the song features a vocal melody and piano accompaniment. The vocal line is in 2/4 time, key of B-flat major. It starts with a quarter note B-flat, followed by eighth notes A-flat, G, and F, then a quarter note E-flat. The piano accompaniment is in 2/4 time, key of B-flat major. It features a melody in the right hand and a bass line in the left hand. The melody starts with a quarter note B-flat, followed by eighth notes A-flat, G, and F, then a quarter note E-flat. The bass line consists of a series of chords: B-flat major, A-flat major, G major, F major, E-flat major, and D-flat major. The system ends with a double bar line.

Did you ev - er in the
Nen such fun - ny lit - tle
And — then you watch the

The second system of the song features a vocal melody and piano accompaniment. The vocal line is in 2/4 time, key of B-flat major. It starts with a quarter note B-flat, followed by eighth notes A-flat, G, and F, then a quarter note E-flat. The piano accompaniment is in 2/4 time, key of B-flat major. It features a melody in the right hand and a bass line in the left hand. The melody starts with a quarter note B-flat, followed by eighth notes A-flat, G, and F, then a quarter note E-flat. The bass line consists of a series of chords: B-flat major, A-flat major, G major, F major, E-flat major, and D-flat major. The system ends with a double bar line.

sun - shine. — go fish - in' with a rod, And a
bub - bles — come ris - ing to the top, Spit - ey
may - flies, as they skim their way a - long, And you

line — and a pin and a worm
bub - bles at the fish - es — blow,
wish — for a bite, how you wish!

a tempo
Down where the gi - ant wil - lows dip their
And you hold your bref and jig - gle jig - gle
And you tell them all at tea time, 'bout the

poco rit.
branch - es in the stream, And you're hop - 'in' at your
jig - gle at the line, But the fish - es wag their
bub - les at you saw, But you nev - er caught a

Refrain
a tempo
bait won't squirm.
tails and they Go. Fish - in! Fish - in!
sing - le fish.

Fish-in' _____ Be _____ kind but firm, when you

put on a worm _____ Fish - in'

Fish - in' Fish-in' _____ O, I HOPE THAT OLD

with marked emphasis

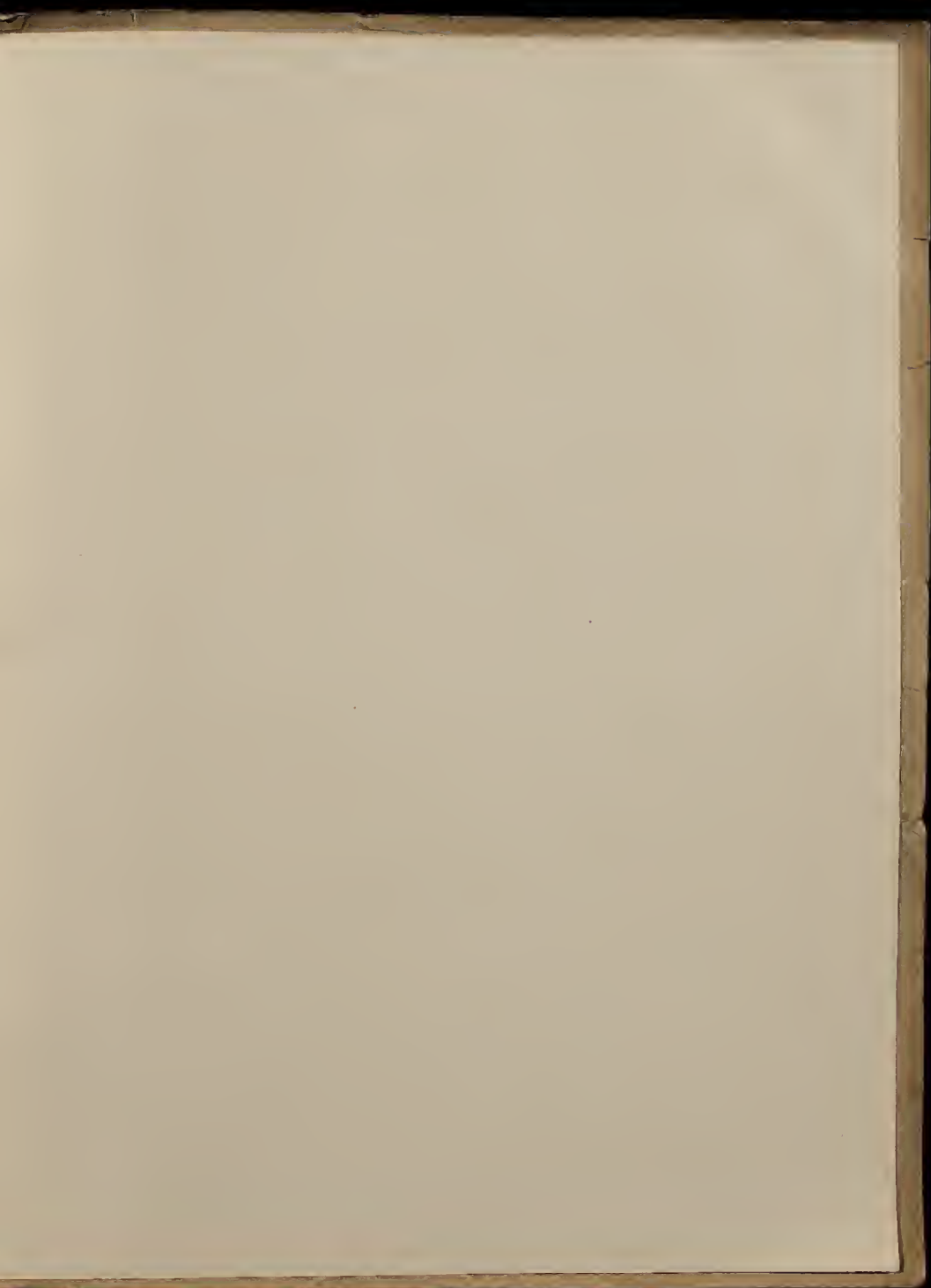
rit.

ending for 1st & 2nd verses ending for last verse

D.S. rit. cresc.

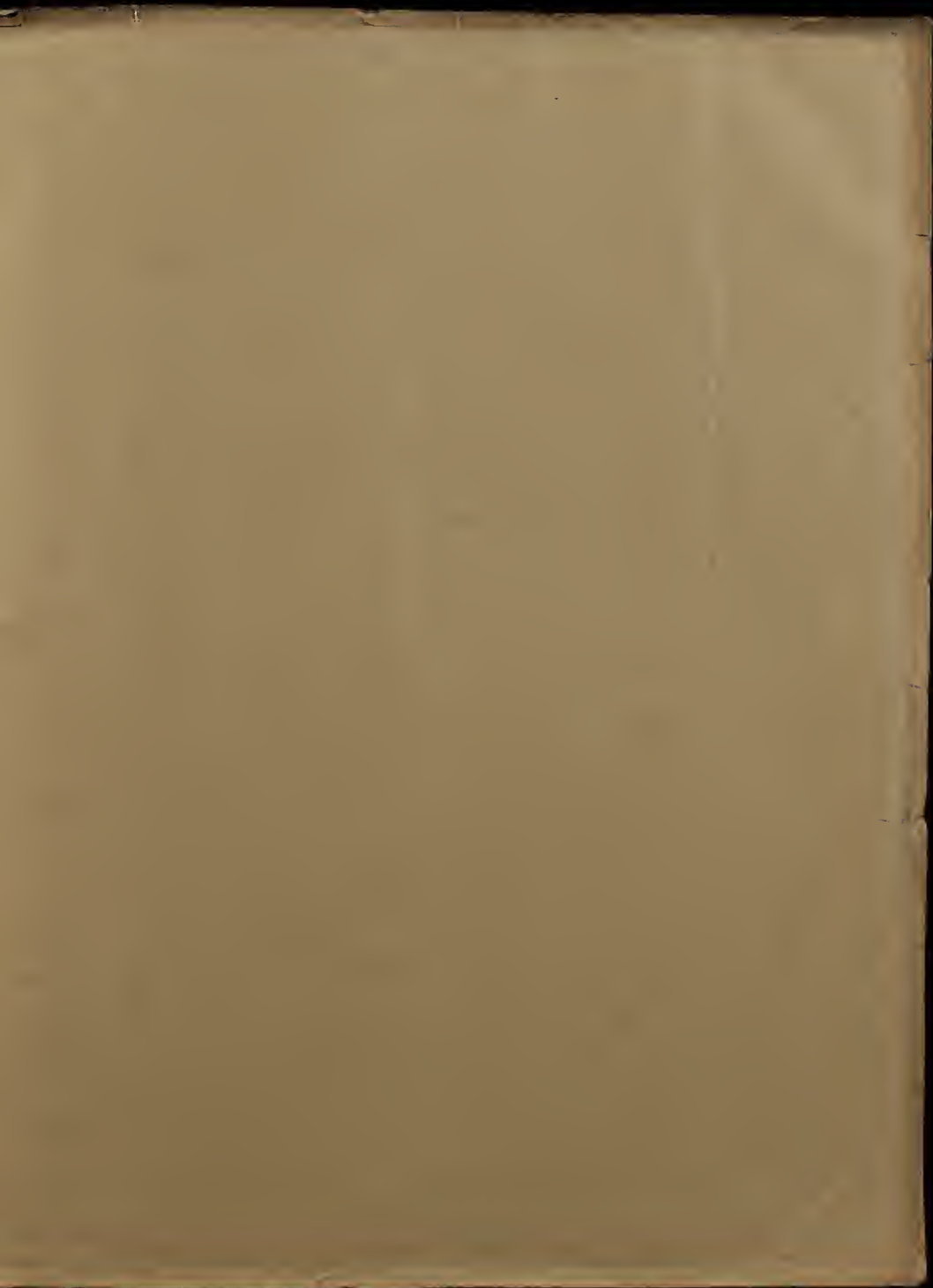
WORM WONT SQUIRM! _____ WORMWONT SQUIRM!

D.S. cresc.



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